DOCUMENT RESUME

ED 049 462 48 AI 002 789

AUTHOR Dew, James E.
TITLE The Development of a Cantonese Course for Students Acquainted with Mandarin. Final Report.
INSTITUTION Michigan Univ., Ann Arbor. Center for Research on Language and Language Behavior.
SPONS AGENCY Institute of International Studies (DHEW/OE), Washington, D.C.
BUREAU NO ER-9-7740
PUB DATE 31 Jan 71
CONTRACT OEC-0-9-097740-3743(014)
NOTE 50p.

EDRS PRICE EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS *Cantonese, Instructional Materials, Language Instruction, *Mandarin Chinese, *Material Development

ABSTRACT

This paper describes work that has been completed to date on a course in Cantonese for students who already have some knowledge of Mandarin. Among the topics discussed are the principles on which the course is to be based, the method of data collections, and the organization of the materials that have been so far produced. Specimens of the latter are included. (Author/AMM)

ED049462

Title II, Sec 602 NDEA
PA-48 - Bureau II 9-7710

(3)

January 31, 1971

FINAL REPORT

Contract No. OEC-0-9-097740-3743(014)

THE DEVELOPMENT OF A CANTONESE COURSE FOR STUDENTS ACQUAINTED WITH MANDARIN

James E. Dew

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

Center for Research on Language and Language Behavior
The University of Michigan
220 E. Huron
Ann Arbor, Michigan 48108

Office of Education
Institute of International Studies
U.S. Department of Health, Education, and Welfare

AL 002 789

ED049462

THE DEVELOPMENT OF A CANTONESE COURSE FOR STUDENTS ACQUAINTED WITH MANDARIN[1]

James E. Dew

Center for Research on Language and Language Behavior
The University of Michigan

This paper describes work that has been completed to date on a course in Cantonese for students who already have some knowledge of Mandarin. Among the topics discussed are the principles on which the course is to be based, the method of data collection, and the organization of the materials that have been so far produced. Specimens of the latter are included.

Original Proposal and Revision

The objective of this project has been the preparation of a course in the Cantonese language designed for students with a prior competence in standard Mandarin Chinese. The specific project which is the subject of the present report is a revision and reduction of the original proposal. However, the following brief outline and description of principles upon which the course was originally conceived should help to place the specific project, as funded by the Office of Education, in perspective.

Our ultimate object is the production of a one-year course in spoken Cantonese designed for students who have previously studied at least two years of Mandarin. The course is planned on the assumption that by taking maximum advantage of the student's prior study of Mandarin it should be possible to achieve in one year a level of competence in Cantonese that would normally require two years for a student who had no prior knowledge of Chinese. Two college years of study of Mandarin would be prerequisite to election of the course. The course would require five or six classroom contact hours per week, with an additional five or six hours of language laboratory work, for one academic year. The goals of the course would be active and passive control of the sound system and syntactic patterns of the language and of a vocabulary of approximately two thousand items.

The text would be divided into 24 lessons presenting new material plus four review lessons. Each new lesson would consist of a dialogue or narrative, vocabulary presented in this dialogue or narrative, a variety of pattern drill exercises, and explanatory notes most of which would be devoted to comparisons with Mandarin. Tapes would be prepared

for all material in the textbook, and in addition there would be taped comprehension exercises. There would be an introduction presenting a comprehensive comparison of the Mandarin and Cantonese phonological systems and pointing out the most important points of contrast in the syntactic systems of the two languages. Extensive pronunciation drills would be included before or within the first few lessons.

It is assumed that the accelerated rate of learning will be possible through careful attention to the following:

1. Similarities in the sound systems of the two languages. The phonological systems of Cantonese and Mandarin have in common a number of basic features which contrast with English and are important in the learning of either Chinese language; for example: ready separation of an utterance into syllables each of which bears a distinctive tone; a rather simple syllabic structure consisting of initial consonant plus vowel nucleus plus optional final consonant; lack of consonant clusters; lack of voiced stop, affricate, and fricative phonemes. Attention to these general features is of special importance in teaching pronunciation at the beginning of the course. In addition, the pronunciation of many Cantonese words is quite similar to their cognates in Mandarin (though many, including cognate items, are quite different).

2. All-pervasive similarities, and a limited number of significant differences, in syntax. From his study of Mandarin the student is already familiar with most of the striking differences between Chinese and English syntax.

3. Cognate vocabulary. In general Cantonese words which have cognates in colloquial Mandarin will be easier to learn than those that have none. This is especially true of those items whose Cantonese pronunciation is similar to the cognate Mandarin item. The learning of these cognates will be especially facilitated if they are pointed out as such; and more attention can be given to items that are not cognate with words which the student knows from his study of Mandarin. Order of introduction of vocabulary items also can be partially determined by the presence or absence of cognates in Mandarin.

Preparation of the full course was originally proposed as approximately a two and a half year project. A fairly extensive period of time was to be spent at the beginning of the project in the correlation of vocabularies of several widely used sets of Mandarin textbooks and of two or three existing Cantonese texts. It seemed that consideration of the vocabularies of the several important sets of Mandarin texts would help achieve the maximum value of our course for the largest number of potential users. It was felt that correlation of the vocabularies of existing Cantonese texts would aid in establishing a sound basic vocabulary for our own text.

When the original proposal, included in The University of Michigan Center for Research on Language and Language Behavior's "Preliminary Proposal: Studies in Language and Language Behavior: Phase VI" was submitted to the Office of Education in November 1969, it was indicated that funding for the Center might not be continued after the end of 1970, and for this reason it was suggested that the Cantonese project should be revised so as to produce an independently usable product by the end of 1970. (If we had followed the original proposal, the full course should have been completed sometime in 1972, without having produced any independent units before that time.) To this end the proposal, to cover the period February through December 1970, was revised in the following three basic aspects:

(1) Rather than undertaking extensive correlations of vocabulary and sentence patterns from several series of Mandarin and Cantonese textbooks as a preliminary to establishing and ordering vocabulary and patterns to be taught in our course, we would now base our correlations with Mandarin almost entirely on a single series, the "DeFrancis texts" using other Mandarin texts, as well as existing Cantonese texts, only for reference.

While we continued to feel that our original desire to undertake a broader correlation with existing textbooks was well founded, it did not seem to be an absolutely essential feature of our plan. The DeFrancis texts were chosen as the one set of Mandarin materials to use because their use in college and university Chinese courses is clearly on the increase; a number of institutions, including The University of Michigan, have adopted them in the place of older materials in the past several years. By restricting systematic comparison of Cantonese and Mandarin vocabulary items to one set of Mandarin texts we were enabled to begin drafting the lessons of our course several months earlier than had originally been planned.

(2) The full course is to be divided into two parts. Part I will introduce the basic sentence patterns of the language and a basic vocabulary of 700 to 900 words and will have as its goals control of the sounds of the language, a good foundation of aural comprehension (within vocabulary presented), and a more limited active speaking ability. It will be usable as a single semester's course meeting 5 or 6 hours a week or as a two-semester course in schools where only three hours per week of classroom instruction are possible. It will consist of introductory pronunciation drills, 12 lessons presenting new vocabulary and syntactic material, and two review lessons, together with the introductory comparative-descriptive material described in the original proposal. Part II would introduce variations on the basic sentence patterns and an additional 1000 to 1200 vocabulary items and would provide continuing drills aimed at greatly improved comprehension ability and a good solid foundation in active speaking competence. It would consist of an additional 14 lessons including two review lessons and would be used in a second semester's (or year's) course. Part I could be used

independently of Part II, and we would now plan to complete Part I--in a usable draft form which might later be somewhat revised--by the end of December 1970.

(3) Text material drafted at this time for Part I of the course would be limited to a nucleus of dialogue or narrative, plus basic pattern drills, for each lesson. These materials would be taped, and would form the core of the course. However, supplementary exercises and supplementary tapes for comprehension practice would be left for completion at a later date.

Of these three basic revisions in the original proposal, the first reduced the amount of time spent in preliminary research, while the second and third entailed changes in production procedures and in the format and magnitude of the product to be submitted at the end of the project. The product must now be both an independently usable course and, at the same time, a part of a larger, more complete course to be produced at a later date.

Project Incomplete

Unfortunately, as the contract period draws to a close, we have not been able to complete Part I of the course in the form stipulated in our revised proposal. The reasons for having fallen behind the proposed schedule are of several kinds. Undoubtedly a part of the explanation is to be found in the inherent difficulties in making accurate estimates of the amount of effort required for each phase of the project before the actual work was underway. However, the project also encountered several special problems in personnel and materials which have prevented us from maintaining the schedule that would have enabled us to complete Part I of the course by the end of December. These problems will be described in the following section.

Development of the Course and Problems Encountered

Work on the project got underway in February with the recruiting of research assistants and initiating of preliminary research tasks. We were fortunate in finding as our first research assistant a graduate student with training in linguistics, an excellent command of Mandarin and a background of a year and a half's study of Cantonese. Because of her familiarity with both Cantonese and Mandarin Romanization systems, she was able to work quickly and easily in the compilation of comparative vocabulary lists, Romanization of Chinese characters, alphabetization, etc., and it was primarily in these tasks that she spent her time while she was with the project through the spring and summer months.

As the principal investigator is not himself a native speaker of Cantonese, it was essential to have a native Cantonese in the project, and this recruiting task proved to be rather difficult. One young man tried the work for a brief period of time only. Another worked until the middle of April, when he graduated and left Ann Arbor for a full-time job elsewhere. A third man began early in the summer and has stayed with the project. His first assignment was to go through the

card files of vocabulary items from the DeFrancis texts which had been prepared by the other research assistant, selecting out those items for which the corresponding terms in Cantonese were not cognate with the Mandarin, and preparing a new file of these non-cognate items, with example sentences in Cantonese for comparison with the Mandarin example sentences from the textbooks. Later he began to draft dialogues for the lessons of our course, at first working together with the principal investigator, with increasing independence, however, as he gained experience. He was very good at the first of these two tasks, and he became very good at the second as he gradually learned how to deal with the necessity to restrict the number of vocabulary and new syntactic structures introduced in each lesson. He has not, however, been able to master the alphabetic spelling of Cantonese. It is extremely difficult for an adult Chinese who has never seen his own language written in anything other than the traditional logographic script to learn to write it, or even to read it, in phonetic spelling. Inability to work with an alphabetic transcription of the language does not reduce his value as a native informant or impair his usefulness as a resource person in drafting idiomatic dialogues, as these can very well be written in Chinese characters. However, the girl who could handle Cantonese Romanization left the project at the end of the summer to take a full-time job and was replaced by a man with excellent skills in other areas but unable to do this task. Therefore, the result has been that much of the principal investigator's time in recent weeks has had to be spent in the rather mechanical task of turning Chinese character drafts into Romanization.

A somewhat similar problem occurred earlier in the project in connection with the material which we obtained from the "Dictionary on Computer" project at the University of California at Berkeley. The Berkeley project had very generously supplied us, free of charge, a deck of IBM cards punched with Pekingese and Cantonese pronunciations for the 2,444 characters listed in the Hanyu Fangyin Zihui (Phonological Dictionary of Chinese Dialects), which we wanted to use as a part of the base for the introductory comparative description of the Mandarin and Cantonese sound systems. However, several hundred of these cards were defective, lacking either the Mandarin or the Cantonese pronunciation. A number of hours of the principal investigator's time were therefore devoted to correcting the defective cards--principal investigator's time because neither of the research assistants on the project had sufficient control of both Mandarin and Cantonese and the several different transcription systems involved to do the job efficiently. Some of the preliminary tasks required more time than had been estimated. For example, perusal of the entire vocabularies of five of the six DeFrancis texts (the three spoken language texts and the beginning and intermediate readers) and listing and exemplification of corresponding non-cognate Cantonese vocabulary items fully or largely occupied both research assistants for a number of weeks in the spring and summer. The amount of time devoted to punching data onto IBM cards was more than had been expected, and indeed more than has been fruitful for the present project. It should be noted, however, that much of the effort expended

on these preliminary tasks is applicable not only to Part I of the course, the present project, but also represents groundwork for the latter part of the course which will be undertaken at a later date.

Data and Course Materials Produced

As indicated above, much of the effort of the project has gone into the gathering and ordering of data on which the actual lesson materials of the course are based. We have a 3 x 5 card file of all the vocabulary items (around 6,000 items) of the five Mandarin texts, Beginning Chinese, Intermediate Chinese, Advanced Chinese; Beginning Chinese Reader and Intermediate Chinese Reader. These cards are separated into two groups: 1) those that have cognates in Cantonese, and 2) those for which the corresponding Cantonese term is not cognate with the Mandarin term. Each item from the latter category is also entered on a 5 x 8 card, together with its Cantonese counterpart and Mandarin and Cantonese sentences illustrating the use of the two corresponding terms. There are approximately 1,000 of these larger cards. These card files constitute a two-way reference for developing the vocabulary of the lessons of our Cantonese course. We attempt to approximate in a general way the coverage and order of introduction of items in the Mandarin set. Thus, for example, the vocabulary of Beginning Chinese is especially relevant to the present Part I of the course. And the "non-cognate" file serves as a handy source for correspondences which would otherwise have to be sought item by item as they occur in our lesson drafts. The parts of the file that contain the vocabularies of Advanced Chinese and Intermediate Chinese Reader will be of much more use later, in the preparation of the projected Part II of the course, than they have been in the present project.

There is a small deck of keysort cards on which were entered the hundred or so sentence patterns and variants introduced in Beginning Chinese. However, it has not proven feasible to make the kind of planned and ordered introduction of sentence patterns that was originally envisioned. The ordering of patterns for introduction must proceed hand in hand with the writing of dialogues, each task partially controlling the other. The question of order of introduction of grammatical patterns has occasioned very little difficulty, as the assumption of the student's prior acquaintance with Mandarin allows a very broad flexibility in this matter.

We have three decks of IBM cards containing the data on Mandarin and Cantonese phonology obtained from the Dictionary on Computer (DOC) project at Berkeley, with several hundred corrections. The second contains essentially the same data, but rearranged in a format more desirable for our project. And the third deck is a reproduction of the second, with English glosses added for ready identification (in the absence of Chinese characters, which of course the computer does print) of the morphemes represented. The English glosses were added by automatically combining, in the IBM Model 20 computer, data from our

second DOC deck with data from corresponding cards selected from a duplicate of the set of cards from which the Dougherty, Lamb, Martin Chinese Character Indexes was printed. The application of these data to the Cantonese course is as a base--broader than that provided by vocabulary items introduced in the course--for comparison of the Cantonese and Mandarin phonological systems.

There is also a set of approximately 1300 IBM cards which provide a cross reference, by text and lesson of introduction, for the single character vocabulary of the DeFrancis readers and the Yale series, Read Chinese, Books I, II, and III. Inclusion of data on the latter series of texts is an exception to our principle of restricting our correlations of Mandarin texts to the DeFrancis series. It seemed justified, however, in view of the very widespread use of that set of texts and because the time-consuming labor of compiling the data had previously been done by the principal investigator, so that it had only to be transferred from keysort cards and punched onto IBM cards for convenience of handling.

All of the above described data have been carefully compiled and are valuable to the preparation of the course. When we consider the final production of actual lesson material for the course, however, it becomes painfully clear that too large a portion of the efforts of the project have gone into those preliminary tasks, with the result that it has not been possible to meet the deadline for completion of the course materials. We have completed drafts of the dialogues which form the basic text for ten lessons of the course. At the time of writing this report, the latest of these dialogues are being turned from Chinese characters into Romanized text, while the earlier lessons are being retyped into camera-ready copy. Only the earliest lessons include, in addition to the basic text, the full set of explanatory notes and basic pattern drills which must be a part of each lesson. While we have so far been able to draft only ten lessons, these ten lessons do cover the territory, in terms of vocabulary and sentence patterns, that had been outlined for the proposed 12 lessons of the course. Of the two proposed review lessons, the first has been drafted but must be revised, and the second has naturally been left until the completion of all lessons that present new material and has therefore not yet been written. Although most of the groundwork for the introductory comparative description of Cantonese and Mandarin has been done, it has not been written up in final form because it was felt that it should be left to the last so as to take into account all the material introduced in the lessons. Therefore, the Cantonese course material included in the Appendix of this report is limited to whatever portion of the ten lessons as described above it proves possible to have typed in camera-ready form at the time of this report. The principal investigator's efforts will continue to be devoted to completion of the project. The material included in the appendix of this report should be considered as specimen pages of a product to be completed at a later date.

Footnote

[1]The research reported herein was supported in part pursuant to Contract OEC-0-9-097740-3743(014) with the U. S. Department of Health, Education, and Welfare, Office of Education, under the provisions of P. L. 83-531, Cooperative Research, and the provisions of Title VI, P. L. 85-864, as amended.

CANTONESE COURSE LESSON MATERIALS

As explained in the body of the report, it has not been possible to complete the Cantonese course within the specified period of time. Specimen pages of lesson materials for the course are included here. Only Lesson One is complete. The dialogues for five additional lessons are included. A dialogue constitutes the basic text material for each lesson (except the first, which will not include a dialogue). Each dialogue will be accompanied by a translation, a vocabulary list, explanatory notes, and pattern and pronunciation drills. Lesson One, though complete, is atypical in that it does not include a dialogue and in that it contains more extensive explanatory notes than the later lessons. At the time for filing of this report, additional material exists in various stages of drafting and editing, and the Principal Investigator's research efforts continue to be devoted to this project. The remainder of the materials for the course will be submitted as they are completed.

Lesson One

I. VOCABULARY

Words introduced in the lesson are listed here for three purposes: (1) for brief drill when the lesson is introduced; (2) for reference while studying subsequent sections of the lesson; and (3) for review at the end of the lesson.

The majority of items listed are full words, which function as more or less independent units in a sentence. The list also includes some bound morphemes, or parts of words. These will be either preceded or followed by a hyphen to indicate that they do not function as independent units in a sentence but must be either preceded or followed by another morpheme or word. (For example, -deih, as in néihdeih, ngóhdeih, kéuihdeih; or bīn-, as in bīngo, bīnjī, bīndouh.)

Chinese characters are given because it is assumed that any student beginning this course will have learned a minimum of 800 to 1000 characters in his study of Mandarin, and the inclusion of characters here should aid in the identification of Cantonese-Mandarin cognates and lead toward an eventual more complete mastery of the language. Perhaps a word of caution is in order, however. Attention to the characters must not be allowed to interfere, even in the least, with learning correct and accurate Cantonese pronunciation. It is absolutely essential that primary attention be given at the outset of the course to the task of mastering Cantonese pronunciation. The first step in this task is mastery of the romanization system.

Glosses given in the vocabulary list are minimal. Additional information on meanings, functions, and Mandarin correspondences will be found below, under "Patterns." A complete list of form class labels (N, SP, EV, etc.), with references to the introduction or to the lessons in which each form class is described, will be found on page .

a	呀		P	question particle for A-not-A and question word questions
baat	八		NU	eight
bāt	筆		N	pen, pencil
-bihn	(便)	*		in seuhngbihn, hahbihn, etc.

---

* Underlined characters are "Cantonese characters," which have been made up and are used informally in writing Cantonese but will not be found in ordinary Chinese dictionaries. Characters in parentheses

bīn-	(邊)	SP	which
bún	本	M	volume, M for books
Chàhn	陳	NA	a surname
chāt	七	NU	seven
daih-	第	SP	ordinalizing prefix
-deih	哋		pronoun plural suffix
dī	啲	M	plural and indefinite measure
-douh	(度)	NX	localizing suffix
fóng	房	N	room, bedroom
gàan	間	M	M for rooms, houses
gáu	九	NU	nine
-ge	嘅	NX	subordinating suffix used in NP + NP modification
géi-	幾	NU,QW	several, how many
gihn	件	M	M for yéh, items of clothing, etc.
gó-	嗰	SP	that
go	個	M	general measure
hahbihn	下(便)	PL	underneath, bottom, lower side
hái	喺	V	be located at (~Mand. zài)
haih	係	EV	be (~Mand. shì)
jē	嘴	P	limiting particle, "only, merely"
jèung/Jèung	張	M/NA	sheet, M for flat things / a surname

---

are ordinary characters which have been borrowed into a special usage for their sound only and are not etymologically associated with the spoken morphemes which they are used to write. Thus neither of these two types of characters can be used as a key to identifying Cantonese-Mandarin cognates.

jì	枝	M	M for pencil-shaped objects
jí	紙	N	paper
kéuih	佢	PN	he, she, him, her
kéuihdeih	佢哋	PN	they, them
Léih	李	NA	a surname
léuihbihn	裏(便)	PL	inside
Lèuhng	梁	NA	a surname
léuhng	兩	NU	two
luhk	六	NU	six
mātyéh	乜嘢	QW	what
mh-	唔		negating prefix (~Mand. bù)
móuh	冇	V	have not (~Mand. méiyou)
néih	你	PN	you
néihdeih	你哋	PN	you (plural)
nī-	呢	SP	this
ńgh	五	NU	five
ngóh	我	PN	I, me
ngóhdeih	我哋	PN	we, us
ngoihbihn	外(便)	PL	outside
sàam	三	NU	three
sahp	十	NU	ten
sei	四	NU	four
seuhngbihn	上(便)	PL	on, top, upper side
sìnsàang	先生	N	gentleman, Mr., teacher
sing	姓	EV	surnamed
síujé	小姐	N	young lady, Miss
syù	書	N	book

taaitáai	太太	N	married lady, Mrs., wife
tói	檯	N	table (≈Mand. zhuōzi)
-wái	位	M	polite M for persons
Wòhng	王 or 黃	NA	a surname
yàhn	人	N	person
yāt	一	NU	one
yáuh	有	V	have
yéh	嘢	N	thing, stuff substance (≈Mand. dōngxi)
yí	椅	N	chair
yih	二	NU	two
yùhnbāt	鉛筆	N	pencil
yùhnjíbāt	原子筆	N	ballpoint pen

Useful Expressions

Jóusàhn!	早晨	Good morning!
Joigin	再見	Goodbye!

II. PATTERNS

2.1. The Noun Phrase (NP)

A noun phrase may consist of a single noun or pronoun or of a noun with any of a variety of modifiers. The primary syntactic functions of the noun phrase are to serve as the subject or topic of a sentence and as the object of a verb.

2.1.1. Pronouns

Cantonese has three pronouns (PN), plus a pronoun plural suffix. The pronouns are:

ngóh	I, me
néih	you
kéuih	he, she, him, her

Ngóh and néih are cognate with Mandarin wǒ and nǐ respectively, and the phonological correspondence between the Cantonese and the Mandarin forms is regular. Kéuih is not cognate with Mandarin tā. CANTONESE HAS NO "POLITE" SECOND PERSON FORM TO CORRESPOND TO MANDARIN nín.

The pronoun plural suffix is -deih. It is not cognate with Mandarin -men. Addition of this suffix to the above pronoun roots gives us the following:

ngóhdeih	we, us
néihdeih	you (plural)
kéuihdeih	they, them

IT SHOULD BE NOTED THAT THE FUNCTIONAL RANGE OF -deih DOES NOT PARALLEL THAT OF MANDARIN -men IN COMBINING READILY WITH HUMAN NOUNS. THERE ARE NO CANTONESE FORMS, FOR EXAMPLE, CORRESPONDING TO MANDARIN háizimen, péngyoumen, ETC.

2.1.2. Specifier, number, measure, noun

A very basic noun phrase pattern is made up of the following four constituents: specifier (SP), number (NU), measure (M), noun (N).

Examples:

SP	NU	M	N	
nī	sàam	bún	syù	these three books
gó	sei	jèung	jí	those four sheets of paper

bīn	léuhng	go	yàhn	which two persons

Each of the four constituents of the basic pattern can be omitted under certain conditions.

Noun omitted: SP NU M

Whenever the noun involved is clear from the context, it can be omitted:

nī sàam bún	these three, or these three volumes
gó sei jèung	those four sheets
bīn léuhng go	which two

Number omitted: SP M N

When the number intended is one, that is, when the speaker is referring to a single item, the NU constituent is usually omitted from the NP:

bīn bún syù	which book
nī jèung jí	this sheet of paper
gó go yàhn	that person

Noun and number omitted: SP M

When the noun is understood and the number is one, we may have an NP made up of only specifier and measure:

gó bún	that one, that volume
bīn jèung	which sheet
nī go	this one

Specifier omitted; noun and specifier omitted: NU M N; NU M

If the NP does not refer to a specific item or set of items, the specifier is omitted:

Noun expressed NU M N		Noun understood NU M	
sàam bún syù	three books	sàam bún	three or three volumes
léuhng jèung jí	two sheets of paper	léuhng jèung	two sheets
ńgh go yàhn	five persons	ńgh go	five

Omission of specifier and number: M N

ALL THE ABOVE VARIATIONS OF THE NOUN PHRASE CONSTRUCTION HOLD EQUALLY WELL FOR CANTONESE AND MANDARIN. HOWEVER, THERE IS ONE IMPORTANT CANTONESE CONSTRUCTION WHICH IS NOT SHARED WITH MANDARIN. IN MANDARIN A MEASURE MUST BE PRECEDED BY EITHER A SPECIFIER OR A NUMBER OR BOTH. IN CANTONESE, HOWEVER, BOTH SP AND NU MAY BE OMITTED. THIS RESULTS IN EXPRESSION OF A DEGREE OF SPECIFICITY LESS THAN THAT INDICATED BY nī OR gó AND VERY CLOSE TO THAT EXPRESSED BY THE ENGLISH DEFINITE ARTICLE:

bún syù	the book
jèung jí	the sheet of paper
go yàhn	the person

Omission of measure; minimum form of NP: N

A review of the above reduced forms of the noun phrase will show that each of the three elements specifier, number and noun may be omitted, though not all three at the same time. The minimum construction exemplified so far contains two constituents, either M plus N to its right, or M plus SP or NU to its left. We said earlier that a noun phrase could consist of a single noun (or pronoun). We now add that the measure can be omitted from the noun phrase only if both elements to its left (SP, NU) are also omitted, leaving the minimal NP form, a single noun.

It should be noted that a single unmodified noun is indefinite as to number if it is out of context. It is often indefinite even in context if the speaker does not feel it necessary to be definite. While we normally give only the singular form of a noun in our vocabulary lists, the student should bear in mind that for words that translate into English as "count nouns," it would be more accurate to include both singular and plural forms.

syù	book, books,
jí	paper (one or more sheets)
yàhn	person, persons, people

In the case of jí 'paper', the grammar of the English word is more like that of the Chinese. Paper is not a count noun (except in its specialized meanings, 'newspaper', 'essay , term paper', etc.). Unless English NU and M (sheet) are added in front of the noun, we neither know nor care whether reference is to one or more than one sheet of paper.

2.1.3. Indefinite plural measure dī

CANTONESE dī 'A LITTLE, SEVERAL, SOME' CORRESPONDS TO THE TWO

MANDARIN FORMS xiē **AND** diǎn (OR diǎr) **IN** FUNCTION AND MEANING. DĪ will fit into the M slot of all the NP constructions described above, except that it does not combine with any number except yāt 'one'. And while yāt <u>can</u> always precede it, **it** is usually omitted.

gó dī yàhn	those people
nī dī	these
(yāt) dī yéh	a few things, some stuff, material of some kind

Note that while we have said that dī is a <u>plural</u> measure, it does not always indicate an indefinite <u>number</u> of things. When the noun which follows dī refers to something that would be counted, dī will translate as 'a few, several, an indefinite <u>number</u>'. However, when reference is to something that would not normally be enumerated, dī will translate as 'a little, some, an indefinite <u>amount</u> of'.* With the noun yéh 'thing, stuff', dī could translate either way. IT IS LARGELY ON THIS BASIS OF <u>NUMBER</u> VS. <u>AMOUNT</u> THAT THE TWO MANDARIN FORMS xiē AND diǎn(r) ARE DISTINGUISHED. THUS THE SINGLE CANTONESE FORM COVERS THE AREA SERVED BY THE TWO MANDARIN FORMS.

2.1.4. <u>Ordinalizing specifier daih-</u>

A fourth specifier, in addition to nī, gó- and bīn- used in the above examples, is daih-. The function of this morpheme is to turn cardinal numbers into ordinal numbers. Its meaning is the same as the <u>-st</u>, <u>-nd</u>, <u>-rd</u> and <u>-th</u> of English <u>1st</u>, <u>2nd</u>, <u>3rd</u>, <u>4th</u>. Compare the following:

yātgo yàhn : daih yātgo yàhn	one person : the first person
léuhnggo yàhn : daih yihgo yàhn	two persons : the second person
sàamgo yàhn : daih sàamgo yàhn	three persons : the third person

Daih- fills exactly the same slot in the NP construction as do nī-, gó-, and bīn-. Therefore, we label it also an SP.

Note that in Cantonese as in Mandarin we have two words for "two," and it is the "compounding two" (see below, <u>Numbers</u>) that is used in ordinal noun phrases. Léuhng is cognate with Mandarin liǎng, and yih with Mandarin èr.

---

* Note that English <u>some</u> has a similar flexibility. In <u>some books</u> it means an indefinite number, while in <u>some water</u> it means an indefinite amount.

2.1.5. Numbers

Cantonese has the same basic set of number words as Mandarin: numbers one through ten -- yāt, yih, sàam, sei, ńgh, luhk, chāt baat, gáu, sahp, plus an extra word for two, léuhng, and the form géi-, which means either 'several' or 'how many', depending on whether it is in a statement or a question. Each of these forms is cognate with its Mandarin counterpart, although for several of them the phonological correspondences are not close enough to be of much help in learning them.

Of the two words for 'two', léuhng is used for the simple cardinal number 'two', except in a one-two-three count without measure. Thus, léuhnggo yàhn, nī léuhngbún syù, but yāt, yih, sàam, sei, etc. Yih is used in the one-two-three count, with daih- (see above), and in numbers formed by compounding with ten: sahpyih, yihsahp, yihsahpyih, sàamsahpyih, etc.('twelve, twenty, twenty-two, thirty-two,' etc.). With 'hundred', 'thousand' and 'ten thousand' (see les.), the two forms alternate; either can be used.

COMPOUND NUMBERS ARE FORMED AS IN MANDARIN EXCEPT THAT THE MULTIPLES OF TEN ARE COMMONLY CONTRACTED (FROM yihsahp, sàamsahp, seisahp TO yah, sà-ah, sei-ah...) AND yāt IS COMMONLY OMITTED FROM THE FRONT OF COMPOUND NUMBERS BEGINNING 'ONE HUNDRED..., ONE THOUSAND..., ETC. (see les.)

2.2. Location with hái and Locative Suffixes

The following set of four terms indicates position or location relative to some object:

seuhngbihn	top, upper surface, on, on top of
hahbihn	bottom, below, under
léuihbihn	inside, in
ngoihbihn	outside

These forms may function as free forms in a sentence or may combine with nouns:

tói seuhngbihn	on the table
fóng léuihbihn	inside the room

A noun phrase made up of a noun plus one of these locative suffixes is often preceded by the verb form hái, whose function also is to express location, existence, or presence in a given place:

hái tói seuhngbihn	on the table
hái fóng léuihbihn	inside the room

Notice that the translation remains the same whether hái is expressed or omitted.

Hái corresponds in function to Mandarin zài, though the two forms are not cognate. The four suffixes correspond to Mandarin shàngtou, xiàtou, lǐtou, wàitou, or shàngbian, xiàbian, lǐbian, wàibian. The first morpheme in each of the Cantonese forms is cognate with the first morpheme in each of the corresponding Mandarin forms. Thus, sheung:shàng, hah:xià, léuih:lǐ, and ngoih:wài. The Cantonese -bihn is cognate with the Mandarin -biān, though the tone correspondence is irregular. Several of the locative suffixes have alternate forms which will be introduced later. Also, the set will be filled out in later lessons with terms for front, back, left, right, etc.

Generalized locative suffix douh

Another form which shares most of the above described functions with seuhngbihn, hahbihn, etc., but also has additional functions of its own, is douh. When suffixed to a noun, this form does not express a specific relative location 'in, on, under', etc.; it simply means 'at the location of' the noun. Thus, though hái tói douh might most often be found translated 'on the table' since it is most likely that things located with reference to a table will be on top of the table, it might also translate 'at the table', for example if it is a person whose location is being expressed. Hái fóng douh would usually translate 'in the room' just like hái fóng léuihbihn because things located with reference to a room are usually in it.

Douh also combines with personal nouns and with pronouns:

hái Jèung Sìnsàang douh	at Mr. Jeung's place, where Mr. Jeung is, Mr. Jeung has it
hái ngóh douh	here with me, I have it
hái néihdouh	there with you, you have it

MANDARIN PHRASES CORRESPONDING TO THESE CANTONESE PHRASES WOULD BE:

zài Zhāng Xiansheng nèr	(with the same glosses, respectively, as those given for the Cantonese phrases)
zài wǒ zhèr	
zài nǐ nèr	

BECAUSE MANDARIN DOES NOT HAVE A NON-SPECIFIC LOCATIVE LIKE CANTONESE douh, IT IS NECESSARY TO CHOOSE EITHER zhèr OR nèr ACCORDING TO POSITION RELATIVE TO THE SPEAKER.

Perhaps the single most important function of douh is its combination with the specifiers nī-, gó- and bīn- to form words for

'here', 'there' and 'where':

		Corresponding to Mandarin
nī̀douh	here	zhèr, zhèli
gódouh	there	nèr, nàli
bī̀ndouh	where	nǎr, nǎli

Douh can stand alone, i.e., without a preceding noun or pronoun, only if it is preceded by hái:

hái douh	here, there, present, in the location that we have in mind

This phrase can be thought of as being the same as either hái nī̀douh or hái gódouh but with the nī̀- or gó- omitted. Context is necessary for selection of the appropriate gloss.

CORRESPONDING MANDARIN WOULD BE EITHER zài zhèr OR zài nèr, OR SIMPLY zài. CANTONESE hái CANNOT STAND ALONE.

2.3. -ge and NP + NP Modification

The suffix -ge serves to link a noun phrase modifier to the noun phrase which it modifies

ngóhge syù	my book(s)
Léih Sífujé ge yùhnbāt	Miss Leih's pencil(s)
tói seuhngbihn ge syù	the book(s) on the table

In the appropriate context, the second NP may be omitted:

ngóhge	mine
Léih Sífujé ge	Miss Leih's
tói seuhngbihn ge	the one (or those) on the table

The constructions which result from this use of -ge are themselves noun phrases. (see sec. 2.1 above)

THIS FUNCTION OF -ge CORRESPONDS TO ONE OF THE PRIMARY FUNCTIONS OF MANDARIN -de (的).

2.4. Verbs, Negation, and Questions

2.4.1. Equative Verbs (EV)

The identifying characteristic of an equative verb is that the NP

which stands to its right refers to the same entity as that which stands to its left. In the following sentence containing the EV haih, the NPs kéuih and Léih Sìnsàang refer to the same man:

Kéuih haih Léih Sìnsàang. He is Mr. Leih.

In

NTjì haih ngóhge bāt. This is my pen.

the two NPs nTjì and ngóhge bāt both refer to the same object.

Haih will often be translated by whatever form of the verb to be is appropriate to the context: is, am, are, was, were. etc. Haih CORRESPONDS TO THE MANDARIN shì (是). IT IS NOT COGNATE TO MANDARIN shì, BUT IT IS COGNATE TO MANDARIN xì (係), WHICH IS USED IN CERTAIN FORMAL, WRITTEN STYLES OF MANDARIN.

Though haih is itself one of the three or four most common verbs in the language (perhaps the single most common one), the number of other equative verbs is very small. One other that we have immediate need for is sing 'to be surnamed':

Kéuih sing Léih. He is surnamed Leih.
His surname is Leih.

Sing is cognate to, and is the same in meaning and function as the Mandarin xìng.

2.4.2. Negation with m̀h-

The morpheme which is used for negation of all verbs except yáuh (see below) is m̀h-. M̀h- CORRESPONDS TO, BUT IS NOT COGNATE WITH, MANDARIN bù.

Kéuih m̀hhaih Léih Sìnsàang. He is not Mr. Leih.

NTjì m̀hhaih ngóhge bāt. This is not my pen.

Sing is special with regard to negation in that haih is normally inserted between the negative prefix and the verb:

Kéuih m̀hhaih sing Léih. His name is not Leih.

2.4.3. Questions: repetition of verb, negated; question words; use of question particle a

The two most common basic question patterns in Cantonese are (1) the "A-not-A" pattern, in which the verb (or the first verbal element in a complex verb phrase) is negated and repeated, and (2) the pattern in which a question word stands in the position in the sentence which would be occupied by the noun phrase that answers the question. Both of these types of questions are usually, but not obligatorily, closed with the question particle a.

A-not-A:

Kéuih haih m̀hhaih Léih Sìnsàang a?	Is he Mr. Leih?
Haih, kéuih haih Léih Sìnsàang.	Yes, he is.
or M̀hhaih, kéuih m̀hhaih Léih Sìnsàang.	No, he's not.

Question word:

Kéuih haih bingo a?	Who is he?
Kéuih haih Léih Sìnsàang.	He is Mr. Leih.

When a question ends with the suffix -ge and the particle a is added in the formation of the question, the suffix and the particle are contracted into a single syllable, ga.

NTjì bāt haih bTngo ga?	Whose pen is this?
Haih ngóhge.	It's mine.
Góbún syù haih m̀hhaih néih ga?	Is that book yours?
M̀hhaih ngóhge, haih Wòhng Síujé ge.	It's not mine. It's Miss Wohng's.

To form a question with the verb sing, sing itself is not negated and repeated. Rather the question is formed by the insertion of haih m̀hhaih in front of sing:

Kéuih haih m̀hhaih sing Wòhng a?	Is his name Wohng?

2.4.4. Yáuh and móuh

IT WAS MENTIONED ABOVE THAT m̀h- IS USED TO NEGATE ALL VERBS EXCEPT yáuh 'TO HAVE'. THIS IS SIMILAR TO MANDARIN, WHERE bù- NEGATES ALL VERBS EXCEPT yǒu WHICH TAKES THE SPECIAL NEGATIVE PREFIX méi-. THE SITUATION IN CANTONESE IS SIMILAR, THOUGH INSTEAD OF HAVING A SPECIAL PREFIX, THE FORM yáuh IS REPLACED BY THE NEGATIVE FORM móuh:

Ngóh yáuh bāt, néih móuh.	I have a pen and you don't.

The A-not-A question pattern then takes the special form, yáuh móuh:

Néih yáuh móuh syù a?	Do you have a book? or Do you have any books?
Yáuh.	Yes. or Yes, I have.
Móuh.	No. or No, I haven't.

"Existential" yáuh

In the above examples yáuh means 'to have, to possess'. In a second very important function, yáuh indicates existence -- usually but not always at or in a given place. An English translation of a sentence which contains an existential yáuh will usually begin 'There is...' or 'There are...':

Tóiseuhngbihn yáuh syù.	There is a book (are books) on the table.
NTdouh móuh yàhn.	There is no one here.
Fóng léuihbihn yáuh móuh yí a?	Is there a chair (are there any chairs) in the room?

III. PATTERN DRILLS

Although these are "pattern practice" exercises, your attention should be focused primarily on pronunciation. Through repetition (and especially given your earlier familiarity with the corresponding Mandarin patterns) the patterns will be imprinted in your mind with little difficulty. You will learn accurate pronunciation, however, only if in these early stages of the course you are constantly very careful to repeat exactly what you hear from the teacher or the voice on the tape. You should take very special care to pronounce all tones accurately. Certain difficult vowels and vowel combinations (e.g., eu, eui) will also require special attention.

3.1. Pattern Buildup

SP NU M N. Beginning with a single element, build up gradually to the full noun phrase. A translation is given for the full phrase which is the goal of the exercise but not for each line in the buildup. You should understand each variation of the phrase as you pronounce it, however.

SP	NU	M	N	
gó	sàam	go	yàhn	those three persons
			yàhn	
		go	yàhn	
	sàam	go	yahn	
gó		go		
gó	sàam	go		
gó		go	yàhn	
gó	sàam	go	yàhn	

Repeat the exercise substituting nī- and bīn- for gó- and using other simple numbers in the NU column:

nī	léuhng	go	yàhn	these two persons
bīn	yāt	go	yàhn	which person, which one
gó	géi	go	yàhn	those several people, those people

Repeat the exercise making changes in the N column as well as in SP and NU. Note that the measure changes automatically with the noun. Use the following M N combinations:

bún syù	book	jèung tói	table
jì bāt	pen	jèung yí	chair
jì yùhnbāt	pencil	gàan fóng	room, bedroom
jì yùhnjíbāt	ballpoint pen	gihn yéh	thing
jèung jí	sheet of paper	go pàhngyáuh	friend

Practice the use of the pluralizing measure. Contrast with specific measures:

nītdī syù	: nītbún syù	these books : this book
gódī jí	: gójèung jí	that paper : that sheet of paper
bītndī bāt	: bītnjì bāt	which pens? : which pen?

etc.

Simple numbers. Learn the simple numbers one through ten thoroughly. Pay close attention to accurate pronunciation, especially of tones.

Practice pronouncing the numbers in the following ways:

Singly, repeating each syllable after the model (teacher or tape):

yāt, yih, sàam, sei, ńgh, luhk, chāt, baat, gáu, sahp

In breath groups of three, four and five; then all together:

yāt yih sàam, sei ńgh luhk, chāt baat gáu, sahp

yāt yih sàam sei, ńgh luhk chāt baat, gáu sahp

etc.

Together with measures:

yātgo, léuhnggo, sàamgo, etc.

yātbun, léuhngbun, sàambun, etc.

etc.

With the ordinalizing specifier:

daih yāt, daih yih, daih sàam . . .

daih yātgo, daih yihgo . . .

daih yātjèung jí, daihyihjèung jí . . .

etc.

3.2. Simple Sentence Buildups

Practice building simple sentences of the pattern (NP) + V + NP. Parentheses enclosing one or more elements of a construction indicate that that portion may be omitted without resulting in an incomplete sentence.

Sentences with equative verb:

sìnsàang

Léih Sìnsàang

haih Léih Sìnsàang

kéuih

Kéuih haih Léih Sìnsàang. He is Mr. Leih.

síujé

Wòhng Síujé

haih Wòhng Síujé

gógo yàhn

Gógo yàhn haih Wòhng Síujé. That person is Miss Wohng.

yùhnjíbāt

jì yùhnjíbāt

nīji yùhnjíbāt

ngóhge

haih ngóhge

NTjì yùhnjíbāt haih ngóhge. This ballpoint pen is mine.

taaitáai

Jèung Taaitáai

Jèung Taaitáai ge

haih Jèung Taaitáai ge

Jèung Taaitáai ge syù

haih Jèung Taaitáai ge syù

bún

bún syù

léuhngbún

Góléuhngbún haih Jèung Taaitáai ge syù.

Those two are Mrs. Jeung's books.

sing

Chàhn

sing Chàhn

Kéuih sing Chàhn. His name is Chahn.

Gógo yàhn sing Chàhn. That person's name is Chahn.

Gówái síujé sing Chàhn. That young lady's name is Chahn.

Gówái sìnsàang sing Chàhn. That gentleman's name is Chahn.

Negation:

haih

m̀hhaih

haih ngóhge

m̀hhaih ngóhge

yéh

gihn yéh

gógihn yéh

gógihn yéh haih ngóhge

Gógihn yéh m̀hhaih ngóhge. That thing is not mine.

Concentrate on pronouncing m̀h- as low as possible. Because it is short,has no vowel, and does not usually get a heavy stress, it is very difficult for most students to pronounce it as low as it should be pronounced.

sing

sing Jèung

m̀hhaih sing Jèung

gógo yàhn sing Jèung.

Gógo yàhn m̀hhaih sing Jèung. That person's name is not Jeung.

Remember (sec. 2.4.2 above) that the negative is not prefixed directly to sing; m̀hhaih is inserted in front of it.

hái and locative suffixes:

seuhngbihn

hái seuhngbihn

tói seuhngbihn

hái tói seuhngbihn

syù

bún syù hái tói seuhngbihn

Góbún syù hái tói seuhngbihn. That book is on the table.

tói seuhngbihn

hái tói seuhngbihn

gójèung tói seuhngbihn

hái gójèung tói seuhngbihn

GódT syù hái gójèung tói seuhngbihn. Those books are on that table.

Yáuh:

yáuh

ngóh yáuh

yáuh yí

ngóh yáuh yí

yáuh géijèung

yáuh géijèung yí

Ngóh yáuh géijèung yí. I have several chairs.

fóng

fóng léuihbihn

fóng léuihbihn yáuh yí

Gógàan fóng léuihbihn yáuh géijèung yí. — There are several chairs in that room.

Hái gógàan fóng léuihbihn yáuh géijèung yí. — (same as above)

Negation:

Ngóh móuh yí. — I don't have a chair. or I have no chairs.

Gógàan fóng léuihbihn móuh yí. — There are no chairs in that room.

Question and answer:

A-not-A:

haih néihge

mhhaih néihge

mhhaih néihge pàhngyáuh

haih mhhaih néihge pàhngyáuh

Wòhng Sìnsàang haih mhhaih néihge pàhngyáuh a? — Is Mr. Wohng your friend?

Haih. Wòhng Ss. haih ngóhge pàhngyáuh. — Yes, Mr. Wohng is my friend.

yáuh yàhn

móuh yàhn

yáuh móuh yàhn

Fóng léuihbihn yáuh móuh yàhn a? — Is there anyone in the room?

Móuh. Fóng léuihbihn móuh yàhn. — No, there is no one in the room.

hái seuhngbihn

hái tói seuhngbihn

hái mhhái tói seuhngbihn

Gójì bāt hái mhhái tói seuhngbihn a? — Is that pen on the table?

Mhhái tói seuhngbihn. Tói seuhngbihn móuh yéh. Jì bāt hái tói hahbihn. — It's not on the table. There's nothing on the table. The pen is under the table.

Question words:

mātyéh	
haih mātyéh	
Nīdī haih mātyéh a?	What is this? (or What are these?)
Haih jí. Gódī yéh haih jí.	It's paper. That stuff is paper.
mātyéh	
haih mātyéh	
nīgihn yéh haih mātyéh	
NīgIhn yéh haih mātyéh?	What is this thing?
Haih mhhaih yùhnbāt a?	Is it a pencil?
Gógihn yéh mhhaih yùhnbāt.	That's not a pencil.
Haih yātjì yùhnjíbāt.	It's a ballpoint pen.
bīngo	
haih bīngo	
Gógo yàhn haih bīngo a?	Who is that person?
Kéuih haih Chàhn Taaitáai.	She is Mrs. Chahn.
bīnbún	
bīnbún syù	
BīnbIn syù haih néih ga?	Which book is yours?
NībIn haih ngóhge.	This one is mine.
NībIn haih ngóhge.	That one is mine.
Góbún haih Léih Síujé ge.	That one is Miss Leih's.
géijèung	
géijèung jí	
yáuh géijèung jí	
Gódouh yáuh géijèung jí a?	How many sheets of paper are there there?
Luhkjèung. NīdIh yáuh luhkjèung jí.	Six. There are six sheets of paper here.

NTdouh móuh jí.	There is no paper here.
DT jí hái góbún syù hahbihn.	The paper is under that book.

bTndouh

hái bTndouh

Jèung Síujé hái bTndouh a?	Where is Miss Jeung?
Jèung Sj. hái fóng léuihbihn.	Miss Jeung is inside the room.

IV. PRONUNCIATION EXERCISES

Single syllables grouped according to tone. The following syllables have been introduced in this lesson, either as single-syllable words or as parts of multi-syllable words. Here they are grouped according to tone. This is purely a pronunciation exercise. You need not think of a meaning for each syllable. You should imitate the pronunciation of your model exactly and pay attention to the spelling of each form so that you will develop an automatic association of the printed form and correct pronunciation of that form.

high falling tone: zì, syù, sàam, gàan, sàang, jèung

high rising: jé, yí, jí, gó, tói, táai, hái, wái, géi, gáu, síu, jóu, bún, fóng

mid level: a, ge, go, taai, joi, gwai, sei, gin, sing, baat

high level: jē, dī, nī, bīn, bāt, chāt, māt, yāt

low falling: Chàhn, sàhn, yàhn, yùhn, pàhng, Wòhng, m̀h

low rising: yéh, ngóh, móuh, yáuh, léih, néih, kéuih, léuhng, ńgh

low level: hah, yih, daih, deih, douh, ngoih, bihn, gihn, seuhng, sahp, luhk

Tone sandhi: high falling tones in series. When a syllable with high falling tone precedes a syllable with high falling or high level tone, it is pronounced high level. Because the tone change is conditioned by the tone of the following syllable and is automatic, we do not change the tone mark. With practice you will make the adjustment automatically. Practice the following combinations. Syllables whose tones change are underlined:

sìn	sìnsàang	
sàam	sàamjì	sàamjì bāt
sàam	sàamgàan	
sàam	sàamjèung	sàamjèung jē

Difficult sounds. Practice the following difficult sounds:

Initial ng-: ngóh, ngoih, ńgh

Front rounded vowel:* jèung, léuhng, seuhng

---

* -yu is of course also a front rounded vowel. It should not be difficult for you, however, as it is the same as Mandarin yu, -u [ü] in ju, qu, xu, lü, yu, etc.

Front rounded diphthong: kéuih, léuih

Long and short vowels followed by -i.

Contrast the two finals -aai and -ai:

taai		haih
	vs.	
táai		daih
		hái
		wái

aa is a long vowel. As such it occupies a larger proportion of the spoken syllable than does the short vowel a. Conversely, the -i is noticeably more prominent in -ai than it is in -aai. Note this same contrasting set of features in the finals -oi, with the long vowel o, and -ei, with the short vowel e.

Pronounce:

taai	and:	daih
tói		haih
joi		hái
ngoih		wái
		deih
		sei
		géi
		léih
		néih

V. SOUND CORRESPONDENCES

Note the following correspondences between Cantonese and Mandarin sounds in cognate words or morphemes introduced in this lesson.

Same initial consonant:

Cant. b-	Mand. b-	Cant. l-	Mand. l-
baat	bā	Léih	Lǐ
bāt	bǐ	léuih	lǐ
bún	běn	Lèuhng	Liáng
		luhk	liù

Similar initial consonants:

Cant. j-	Mand. j-	Mand. z-	Mand. zh-
síujé	xiáojie		
jóusàhn		zǎo	
joigin		zàijiàn	
yùhnjíbāt		yuánzǐbǐ	
jèung			zhāng
jì			zhī
jí			zhǐ

Cant. s-	Mand. x-	Mand. s-	Mand. sh-
sìnsàang	xiānsheng		
sing	xìng		
síujé	xiáojie		
sàam		sān	
sei		sì	
sahp			shí
seuhngbihn			shàng
sìnsàang			xiānsheng

Split correspondence of initial consonants:

Cant. g-	Mand. g-	but	Cant. g-	Mand. j-
go	-ge		gàan	jiān
			gáu	jiǔ
			géi	jǐ
			gihn	jiàn
			joigin	zàijiàn

(Note that in all these examples the Mandarin j is followed by i.)

Same final consonant:

Cant. -n : Mand. -n

bún	běn
Chàhn	Chén
gàan	jiān
gihn	jiàn
etc.	etc.

But note that there is also one Cantonese final -m that corresponds to Mandarin -n:

Cant. sàam : Mand. sān

Cant. -ng : Mand. -ng

fóng	fáng-
jèung	zhāng
Lèuhng	Liáng
seuhng	shàng
etc.	etc.

Note the surname Wòhng. Both the characters 王 and 黃 have this pronunciation in Cantonese. Therefore Cantonese Wòhng corresponds to either Wáng or Huáng in Mandarin.

You may have noticed other interesting sound correspondences in going through this lesson. We have pointed out only the most obvious and regular. Additional correspondences will be pointed out in succeeding lessons.

Lesson 3

Daih-sàam Fo: Kìnggái

Lèuhng Sìnsàang tùhngmàaih Wùh Ss. heui Hòh Ss. ngūkkéi wán Hòh Ss.

Wùh: Hòh Ss. ngūkkéi hái bīnsyu a?

Lèuhng: Hòh Ss. ngūkkéi hái Bākgok.

Wùh: Bākgok yúhn m̀hyúhn a?

Lèuhng: Hái nīdouh heui dōu géi yúhn ga. Nīdouh yáuh bāsí yauh yáuh dihnchē heui Bākgok ge.

Wùh: Hàahng mhhàahngdāk heui a?

Lèuhng: M̀hhóu hàahng la. Dōu haih daap dihnchē hóu dī. Hóu pèhng jē. Léuhng hòuhjí chóh seuhngbihn, yāt hòuhjí chóh hahbihn.

Wùh: Hóu la. Ngódeih jauh chóh dihnchē heui la.

(Lèuhng Ss. tùhng Wùh Ss. léuhnggo yàhn chóh dihnchē heui Bākgok. Kéuih léuhnggo hàahngdou Hòh Ss. ngūkkéi. Hòh Ss. hòi mùhn chéng léuhngwái yahpheui chóh. Ngāamngāam Jàu Ss. dōu hái Hòh Ss. ngūkkéidouh tùhng Hòh Ss. kìnggái.)

Hòh: Ngāam la. Jàu Ss. dōu hái douh. Néideih yám bùi chàh lā. Dímgáai gàmyaht gam ngāam, gogo dōu làih wán ngóh chóh nē?

Wùh: Haih la, gàmjìu ngódeih jauh yiu heui wán ngūk. Lèuhng Ss. wah néih sīkdāk hóu dò yàhn, hóyíh wándóu hóu dī ge ngūk. Hohkhaauh jauh yiu hòihohk, hòijó hohk jauh m̀hdākhàahn làih wán ngūk ge la.

Hòh: Haih la. Néih góngdāk hóu ngāam la. Hòijó hohk yàhnyàhn dōu m̀hdākhàahn la.

Lèuhng: Wùh Ss. hái Méigwok ngāamngāam làihjó Hèunggóng móuh géi nói, juhng meih wándóu ngūk. Néideih géisìh dākhàahn, jauh tùhng Wùh Ss. heui wánháh ngūk la.

Hòh: Wùh Ss. làihjó Hèunggóng dōu yáuh hóudò yaht la, yáuh móuh heuigwo bīnsyu wáan a?

Wùh: Ngóh yànwaih làihjó móuh géi nōi, yahtyaht dōu m̀hdākhàahn, yauh meih wándóu ngūk, sóyíh juhng meih heuigwo bīndouh wáan.

Hòh: Hèunggóng hóu sai jē. Gáulùhng daaihgwo Hèunggóng yātdī. Sàngaai jauh daaihgwo Hèunggóng tùhngmàaih Gáulùhng hóu dò la. Gwo géi yaht wándóu ngūk, dākhàahn la, ngódeih jauh heui Sàngaai wáanháh la.

Jàu: Wùh Ss. juhng meih wándóu ngūk, yìhgā jyuhhái bīn a?

Wùh: Yìhgā ngóh jyuhhái jáudim gódouh. Jáudim dī fòhngjòu hóu gwai ga. Dímgáai Hèunggóng gam nàahn wán ngūk ga?

Jàu: Haih la. Hèunggóng ge ngūk m̀hjí nàahn wán, ngūkjòu juhng hóu gwai ga. Hóudī ge gùngyuh yātgo yuht yiu chìn-géi mān Góng-baih. Yáuhsìh néih yáuh chín dōu jòum̀hdóu ngūk ge.

Wùh: Haih la. Nīdouh dī ngūkjòu juhng gwaigwo Méihgwok ge.

Jàu: Bākgok dī ngūk dōu géi pèhng, yauh lèih Sànnga Syùyúhn káhn dī. Yāt gwo hói daap bāsí jauh dou la.

Hòh: Haih la. Bākgok dī ngūk dōu géi hóu, yauh m̀hhaih hóu gwai. Ngóhdeih hóyíh heui táiháh. M̀hngāam dākhàahn gwo hói heui Gáulùhngdouh táiháh yáuh móuh yauh pèhng yauh hóu ge gùngyuh dōu hóu.

Lèuhng: Géinìhn-chìhn Hèunggóng dī ngūkjòu jauh móuh yìhgā gam gwai ge. Yìhgā yànwaih yàhn dòjó, móuh gam dò ngūk, sóyíh ngūkjòu dōu gwaijó gam dò.

Jàu: Haih la. Hèunggóng tùhngmàaih Gáulùhng dōu hóu sai jē, yìhgā yáuh seibaakgéi-maahn yàhn, sóyíh jauh hóu nàahn wándóu pèhng ngūk lo.

Hòh: Néihdeih dōu góngdāk ngāam. Daahnhaih joi wán dò géiyaht dōu wándākdóu ge.

Jàu: Wùh Ss. hái Gáulùhng Sànnga Syùyúhn douh duhksyù, yùhgwo jyuhhái Hèunggóng Bākgok waahkjé jyuhhái Gáulùhng jauh káhn hohkhaauh. Yùhgwó néih hái Hèunggóng Daaihhohk duhksyù, jyuhhái Bākgok jauh juhng káhndī. Ngóh yáuh yātgo hohksāang hái Sàngaai Jùhngmàhn Daaihhohk-douh duhk Jùhngmàhn. Kéuih wah kéuih yiu bùnheui Sàngaai-douh jyuh. Gósyu lèih Jùngmàhn Daaihhohk m̀hhaih hóu yúhn, dī ngūk yauh hóu, ngūkjòu yauh pèhng. Daahnhaih néih yìhgā hái Sànnga Syùyúhn duhksyù, hái Sàngaai jyuh jauh taai yúhn lo.

(Seigo yàhn hàahngchēut gāaisyu, yauh táijó géigàan ngūk, daahnhaih dī ngūk m̀hhaih taai gwai jauhhaih m̀hhóu.)

Wùh: Dímgáai gam nàahn wándóu yātgàan yauh hóu yauh pèhng ge ngūk ge nē?

Hòh: Hóu nàahn góng lo. Gaunìhn juhng móuh gam nàahn wán.

Wùh: Hèunggóng dī ngūk yiu géi noih béi yātchi jòu nē?

Hòh: Nīdouh dī gùngyuh haih yātgo yuht béi yātchi ngūk jòu. Yáuh dī dàanyàhnfóng haih yātgo láihbaai béi yātchi fóngjòu. Jòu yātgàan ngūk jauh waahkjé yiu béi yātnìhn ngūkjòu.

Lèuhng: Yìhgā hái Hèunggóng mātyéh yéh dōu gwāijó.

Jàu: Haih lo. Gauhnìhn hái Gáulùhng daap bāsí, béi yāt-hòuhjí hóyíh chóh sàamgo jaahm. Yìhgā daap yātgo jaahm dōu yiu bé léuhng-hòuhjí lo.

Hòh: Néih mhgóng ngóh dōu mhgeidākjó, seuhnggo yuht yáuh yāt-hòuhjí jauh daapdāk syùhn gwo hói, yìhgā móuh léuhng-hòuhjí jauh mhgwodāk hói lo. Gàmyaht ngódeih dōu táigwo hóudò gàan ngūk la. Ngóh yìhgá yiu fàan ngūkkéi lo. Hauh yaht ngóh dākhàahn joi tùhng Wùh Ss. heui wán ngūk la. Néihdeih wah hóu mhhóu a?

Jàu: Ngóh dōu yiu fàan ngūkkéi lo.

Lèuhng: Joigin.

Wùh: Hóu la. Hòh Sìnsàang, Jàu Sìnsàang, joigin.

Lesson 4

Daih-sei Fo: Heui Gāai Máai Yéh

Wùh: Lèuhng Sìnsàang, m̀hjì néih gàmyaht dāk-m̀hdāk khàahn?

Lèuhng: Hohkhaauh juhng meih hòihohk, nī-géi-yaht juhng hóu dākhàahn. Néih yáuh mātyéh yiu ngóh bòng néih sáu nē?

Wùh: Móuh mātyéh hóu gányiu ge yéh. Ngóh séung heui gāai máaih dī yéh. Geiyìhn néih gam dākhàahn, ngóh séung wán néih tùhng ngóh hàahnghán gāai jē. Néih wah dím a?

Lèuhng: Hóu a, ngóhdeih jauh yātchàih chēutheui la. Yùhgwó néih séung máaih yéh, Jùngwàahn gódouh jauh māt dōu yáuh.

Wùh: Gam, ngóhdeih jauh heui Jùngwàahn la. Ngóhdeih daap dīksí lohk Jùngwàahn sìnji hàahng gāai tái yéh, máaih yéh.

Lèuhng: Dáng ngóh giu ga dīksí sìn. Ngāam-saai, nīdouh ngāamngāam yáuh yātga hùng ge dīksí. Ngóhdeih chóh-séuhngheui lā. (heung sìgèi) M̀hgòi néih sung ngóhdeih heui Jùngwàahn la.

Sìgèi: Hóu (DīksÍ hàahngdou Jùngwàahn.)

Lèuhng: Sìgèi, jauh hái nīdouh tìhng la. Géidò chín la?

Sìgèi: Léuhnggo-bun ngàhnchín la. Léuhngwái sìnsàang yiu-m̀hyiu ngóh dáng a?

Lèuhng: M̀hsái dáng la. Nà, nīdouh sàam-mān, m̀hsái jáau lo.

Sìgèi: Dòjeh-saai.

Lèuhng: Hóu la, Wùh Ss., néih séung heui bīndouh sìn nē?

Wùh: Làihjó géiyaht, yíhgìng yùhngsaai dī Góngbaih lo. Ngóh yiu heui ngàhnhòhng wuhn dī Góngbaih sìnji hóyíh heui máaih yéh la.

Lèuhng: Néih séung heui ngàhnhòhng-douh wuhn dihnghaih séung heui ngàhnhouh-douh wuhn a? Ngàhnhouh yātmān Méihgām hóyíh wuhndāk dò dī Góngbaih.

Wùh: Yùhgwó haih gám, gáng haih heui ngàhnhouh la.

(Léuhnggo yàhn hàahngheui Daaih Douh Sài, yahpjó yātgàan ngàhnhouh.)

Ngàhnhouh ge yàhn: Léuhngwái séung wuhn chín àh?

Lèuhng: Gàmyaht yātmān Méihgām wuhn géidò Góngbaih a?

Ngàhnhouh: Gàmyaht yātmān Méihgām wuhn luhk-go-yāt-hòuh-baat Góngbaih. Léuhngwai Sìnsàang séung wuhn géidò Méihgām nē?

Wùh: Wuhn yihbaak-mān Méihgām sìn. M̀hgau joi làih wuhn-gwo la.

Ngàhnhouh: Yihbaak-mān Méihgām jauhhaih yātchìn-yihbaak-sàamsa>pluhk-mān Góngbaih la. Nà, nītdouh haih sahpyih-jèung baak-mān jí, sàam-jèung sahp-mān jí, yāt-jèung ńgh-mān jí, gáugo yāt-hòuhjí, tùhngmàaih léuhnggo dáulìhng. M̀hgòi néih sóu-háh, tái-háh ngāam-m̀hngāam.

Wùh: (Sóuyùhnjó dī ngàhnchín) Ngāam la. Joigin. Hóu sàangyi!

Ngàhnhouh: Joigin Dākhàahn joi làih bòngchahn-gwo la.

Lèuhng: Nītdouh haih Daaih Douh Sài. Daaih gūngsī dòsou hái Daaih Douh Jùng. Séung máaih yéh jauh yiu heui gódouh la.

Wùh: Gám ngóhdeih jauh hàahngfàanheui Daaih Douh Jùng lā.

Lèuhng: Néih séung máaih dī mātyéh nē? Jùnggwok fo dihnghaih yèuhngfo nē? Jùnggwok fo jauh pèhng dī, fúnsīk jauh mouh gam sàn. Yèuhngfo dī fúnsīk jauh hóu sàn, daahnhaih gachìhn jauh gwai hóu dò la. Yùhgwó néih séung máain Jùnggwok fo, jauh heui Jùngwàh Gwokfo Gūngsī tùhngmàaih Daaihwàh Gwokfo Gūngsī. Yùhgwó séung máaih yèuhngfo, jeui hóu jauh heui Sīnsī Gūngsī waahkjé Seuihìng Gūngsī la.

Wùh: Jeui hóu haih gwokfo tùhngmàaih yèuhngfo gūngsī dōu yātchàih heuimàaih táigwo yáuh bīndī hahp sàmséui ge yéh jauh máaih la. Néih wah gám yéung hóu m̀hhóu a?

Lèuhng: Hóu a. Léuhngdouh dōu heuimàaih, jauh gáng wándóu hahp sàmséui ge yéh. Nà, nītdouh jauh haih Sīnsī Gūngsī lo. Ngóhdeih yahpheui táiháh lā.

Wùh: Hóu a. Ngóh séung máaih dī yahtyuhngbán sìn. M̀hjì yahtyuhng-bán bouhmùhn hái bīnsyu. (Heung yātwái maaih fo síujé) Chéng mahn, yahtyuhngbán bouhmùhn hái bīndouh nē?

Maaih Fo Síujé: Yahtyuhngbán bouhmùhn àh? Jauh hái nīchàhng làuh. Yihláu jauh maaih dihnhei; sàamláu jauh jihnghaih maaih gāsī ge jē.

Wùh: M̀hgòisaai.

Síujé: M̀hsái m̀hgòi.

(Lèuhng, Wùh léuhnggo yàhn hàahngjó yātjahn, táigin gódouh dī yéh dī gachìhn m̀hpèhngdākgwo Méihgwok géidò, jauh hàahngfàan chēutlàih.)

Wùh: Nītdouh dī yeuhngfo daaih gūngsī tùhng Méihgwok dī baakfo gūngsī yātyèuhng. Yahpjóheui jauh hóuchíh fàanjó Méihgwok gámyéung. Yìhgā ngóhdeih heui táiháh dī gwokfo gūngsī lā. Nītgàan m̀hhaih Daaihwàh Gwokfo Gūngsī mē?

Lèuhng: Haih la. Nītgàan Jauhhaih la. Yahpheui táiháh lā.

Wùh: (Heung maaih fo síujé) Ngóh séung máaih dī sáugān, ngàhchaat, ngàhgōu, fàangáan, m̀hjì néihdeih dī gachìhn dímyéung?

Síujé: Sáugān yātmān yāttìuh; ngàhchaat jauh maaih gáu hòuhjí; ngàhgōu yiu go-yih yāttùhng; hèunggáan sàam hòuhjí yātgauh.

Wùh: M̀hgòi néih tùhng ngóh bàaumàaih kéuih. Guhngsìhng géidò chín a?

Síujé: Yātguhng sàamgo-sei la. Sìnsàang juhng séung máaih dī mātyéh tìm a?

Wùh: Dáng ngóh táiháh sìnji wah béi néih jì la.

Síujé: Gám ngóh tùhng néih táijyuh dī yéh sìn, dáng néih máaihsaai yéh ji yātchàih gaisou la. Hóu ma?

Wùh: Hóu a. Ngóhdeih hàahngheui táiháh juhng yáuh dī mātyéh yiu máaih. (Kéuihdeih hàahngjó yātjahn, fàandou máaih fo síujé douh) Ngóh tái dōu móuh mātyéh yiu máaih la. M̀hgòi néih tùhng ngóh bàaujó gó seiyeuhng yéh la. Léuhnggo-sei haihm̀hhaih a?

Síujé: Ngāam la. Dòjeh léuhngwái. Hóu hàahng la! Dākhàahn làih bòngchahngwo la.

Wùh: (Hàahnggán chēutheui, heung Lèuhng) Nīgàan gūngsī ge fo haih m̀hhaih dōu haih Jùnggwok fo a?

Lèuhng: Haih a. Yìhgā Daaihluhk wahnjó hóu dò fo chēutlàih Hèunggóng maaih. Tàuhsīn hái làuhseuhng gindóu gódī dihnhei dōu haih gwokfo làih ge. Yàhnyàhn dōu jìdou yìhgā Hèunggóng ge sihk-bán daaihdòsou dōu haih hái Daaihluhk wahnlàih ge.

(Léuhnggo yàhn hái Daaih Douh Jùng hàahngfàanlohk Dākfuh Douh, daap dihnchē fàan ngūkkéi.)

Lesson 5

Daih-ńgh Fo: Jòu Ngūk

Hòh: Néihdeih hóu ma? Yauh làih wán ngóh kìnggái àh? Wùh Sìnsàang wándóu ngūk meih a?

Wùh: Juhng meih wándóu. Hohkhaauh yauh jèunggahn hòihohk la. Ngóh yìhgā jàn haih hóu sàmgāp la.

Lèuhng: Wùh Sìnsàang yìhgā hóu sàmgāp, fòngjyuh wánm̀hdóu ngūk, hòijó hohk jauh móuh sìhgaan wán la. Néih yáuh māt sènghei nē?

Hòh: M̀hsái fòngjyuh sìn. Kàhmyaht ngóh tái boují, gindóu léuhng-sàamgo goubaahk wan yáuh fóng waahkjé gùngyuh chēutjòu. Ngóhdieh hóyíh heui táiháh, yùhgwó yáuh hahp sàmséui, ngāam gachìhn ge, jauh jòujó kéuih la.

Wùh: Jàn m̀hjàn a? Ngóhdieh heui táiháh la.

Hòh: Jiu boujíseuhng ge goubaahk wah, yàuh yātchyu hái Bākgok, yātchyu hái Hùhngham, lihngngoih yātchyu jauh hái bunsàan kèui. Néih wah ngóhdeih heui bīn tái bīnsyu sìn hóu nē?

Lèuhng: Ngóh tái heui bunsàan kèui sìn, yìhnhauh gwo hói heui Gáulùhng Hùhnghamdouh táiháh. Sāumēi sìnji heui Bākgokdouh tái, gám yātjahn Hòh Ss. jauh m̀hsái yātgo yān fàan ngūkkéi la.

Wùh: Néih góngdāk hóu ngāam a.

Hòh: Gám ngóhdeih heui bunsàan kèui sìn la.

Lèuhng: Nà, ngóhdeih daap nīga bāsí heui jauh ngāam la.

(Sàamgo yàhn séuhng bāsí, chóhjó yātjahn.)

Hòh: Dou la. NTdouh jauh haih lo. Ngóhdeih lohk chē la. Néih tái nīdouh dī ngūk jàn haih hóu leng.

Lèuhng: Gáng haih lā! NTsyu haih chēutméng ge gòugwai jyuhjaahk kèui. Jyuh hái nīsyu dī dōu haih yáuh chín yàhn làih ga. Móuh gam dò chín jauh m̀hjyuhdāk hái nīsyu ga. Daahnhaih m̀hjì dímgáai wúih yáuh fóng chēutjòu nē?

Wùh: Ngóhdeih heui táiháh sìn. Yùhgwó gwaigwótàuh jauh móuh baahnfaat jyuh lo.

Hòh: Nà, nīgàan jauh haih la. (Gahm jūng, yātgo gùngyàhn chēut làih hòi mùhn.)

Gùngyàhn: Néihdeih wán bīnwái a?

Hòh: Ngóhdeih làih tái ngūk. Ngūkjyú háidouh ma?

Gùngyàhn: Deuimhjyuh, ngūkjyú mhhái kéi. NTdouh búnlòih haih yáuh go dàanyàhnfóng chēutjòu ge, daahnhaih yìhgā ngūkjyú go ját chìhnyaht hái ngoihgwok fàanjó Hèunggóng jyuhjó gógo fóng, sóyíh yìhgā móuh fóng chēutjòu la.

Hòh: Mhgòisaai.

Lèuhng: Geiyìhn hái nīsyu wánmhdóu ngūk, ngóhdeih jauh gwo hói heui Hùhngham la.

(Sàamgo yàhn hàahngfàan lohk Tìnsìng Máhtàuh, gwojó hói joi daap bāsí dou Hùhngham, wándóu gógàan ngūk, Lèuhng gam jūng, yātwái lóuh taaitáai chēutlàih hòi mùhn.)

Lèuhng: Ngóhdeih haih làih tái ngūk ge. Gàan fóng juhng meih jòuchēut, haih mhhaih a?

Lóuh Taaitáai: Juhng meih jòuchēut. Gokwái Sìnsàang yahplàih táiháh lā.

(Sàamgo yàhn táijó yātjahn, gokdāk gachìhn sèuiyìhn hóu pèhng, daahnhaih deihfòng taai sai, mhhaih géi tùngsóng yauh mhgau gwòngmáahng. Sóyíh kéuihdeih jauh wah béi lóuh taaitáai tèng, wah kéuihdeih mhjòu nīgàan fóng la.)

Lóuh Taaitáai: Haih lo. Ngóh tái nīsyu jàn haih saigwótàuh. NTwái ngoihgwok sìnsàang dōu haih heui gódī hóu yātdi ge jyuhjaahk-kèui douh wán gàan hahp sàmséui ge la.

Wùh: Deuimhjyuh néih la. Mhgòisaai.

Hòh: Heuijó léuhng douh dōu mhngāam sàmséui. Bātyùh ngóhdeih yìhgā fàan Bākgok táiháh gó-yātgàan la.

(Sàamgo yàhn chóh syùhn fàan Bākgok. Doujó gódouh táiháh, yùhnlòih haih yātjoh daaihhah-sīk ge gùngyuh la. Kéuihdeih yātchàih hàahngyahp daaihhah ge sìléihsāt douh tùhng daaihhah sìléih kìnghán.)

Wùh: Chéngmahn, nīdouh juhng yáuh móuh gùngyuh chēutjòu nē?

Sìléih: NTdouh juhng yáuh sàamgàan hùng ge. Gokwái heui táiháh sìn, hóu mhhóu?

Wùh: Hóu a.

(Sìléih daai gokyàhn chàamgùn sàamgàan gùngyuh. Léuihbihn yáuhchaih gāsī, deihjīn, láahngheigèi. Chèuihfóng yáuh syutgwaih tùhng mùihhei-lòuh. Chùnglèuhngfóng yáuh sáimihn chìhpùhn, chònglèuhnggóng tùhng fāsá.)

Sìléih: NTdī gùngyuh hahp mhhahp sàmséui nē?

Wùh: Mhcho. Géidò chín yātgo yuht nē?

Sìléih: Léuhnggo seuihfóng gùngyuh jauh baatbaakmān yātgo yuht, yātgo seuihfóng gùngyuh jauh luhkbaak ńghsahp mān yātgo yuht. Séui, dihn, mùihhei lihngngoih gai.

Wùh: Sèuiyìhn jòugām gwaidī, bātgwo yahpbihn hóu gònjihng. Gāsī dōu géi hóu. Ngóh jauh yiu dò chèunghàu góngàan yātgo seuihfóng gùngyuh la. Góngàan béigaau gwòngmáahng dī.

Sìléih: Haih la. Dò chèunghàu jauh tùngsóng yātdī. Chéng Sìnsàang lohkjyuh yātgo yuht dehng sìn, dángdou néih bùnyahplàih jauh joi gaau daih yatgo yuht jòu la. Ngóhdeih nīdouh mhsái chìm hahptùhng, daahnhaih yùhgwó néih mhséung jyuhlohkheui, jauh yiu léuhnggo yuht chìhn tùngjì ngóhdeih.

Wùh: Hóu la. Nīdī tìuhgihn dōu géi hahpléih.

Sìléih: Wùh Ss. séung géisìh bùnyahplàih nē?

Wùh: Ngóh móuh māt hàhngléih. Ngóh séung jauh hahjau jīkhāak bùnyahplàih.

Sìléih: Hóu a. Gám jauh hahjau joi gin la.

Wùh: Yātjahn joi gin.

(Sàamgo yàhn hàahnglohk lauh fàan Hòh Sìnsàang ngūkkéi.)

Hòh: Néih dōu géi hóu wahn, gam faai jauh wándóu ngūk. Góngàan gùngyuh dōu mhsyun gwai. Hahjau ngóh bòng néih bùnheui la. Néih yáuh géidò hàhngléih nē?

Wùh: Ngóh móuh géidò hàhngléih. Jihnghaih léuhnggo gīp tùhngmàaih yātgo dájihgèi jē. Ngóh tái mhsái màhfàahn néih lo. Dòjehsaai lo.

Hòh: Mhsái haakhei. Ngóh juhng dākhàahn, yauh yáuh chē. Hóu bihn jē. Hahjau sàamdím jūng làih bòng néih bùn la.

Wùh: Geiyìhn néih haih dōu yiu bòng ngóh, hóu la. Dòjehsaai la.

(Góyaht hahjau Hòh Sìnsàang jà ga chē làih bòng Wùh Sìnsàang bùnngūk. Daaihgā yeukdihng tìngyaht daai Wùh Sìnsàang heui seiwàih wáanháh.)

Lesson 6

Daih-luhk Fo: Yàuh Chē Hó

Lèuhng: Jóusàhn. Gam jóu jauh yiu heui làh?

Hòh: Haih la. Jeui hóu jóu dī heui. Jìutàuhjóu dī hùnghei yauh hóu sànsìn, louh seuhngbihn dī chē yauh síu dī. Yìhgā ngóhdeih yātchàih heui wánmàaih Wùh Ss. la.

(Lèuhng, Hòh léuhnggo yàhn heui Wùh Ss. ngūkkéi. Wùh hòi mùhn.)

Wùh: Jóusàhn. Léuhngwái gam jóu jauh làihdou làh? Mhgòi léuhngwái hái tēngsyu dáng yātjahn la. (Gwojó yātjahn, Wùh hái seuihfóng chēutfàanlàih.)

Lèuhng: Heui dāk la ma?

Wùh: Heuidāk la. Deuimhjyuh, yiu néihdeih léuhngwái háidouh dáng ngóh.

Hòh: Mhgányiu, wàahngdihm dou juhng jóu jē. Hóu la, yìhgā ngóhdeih heui la. Ngóh nīga chē hóu daaih ga, sàamgo yàhn chóhsaai hái chìhnbihn dōu dāk. Gámyéung jauh yùhngyih kìnggái dī.

Wùh: Dímgáai nīga chē go táai hái yauhbihn ga? Hái Méihgwok dī heichē go táai haih hái jósáubihn ge.

Lèuhng: Hèunggóng kaau jó hàahng chē, sóyíh nīdouh dī chē dōu haih yauh táai ge. Hái Méihgwok haih kaau yauh hàahng chē, sóyíh hái gódouh dī chētaai jauh dōu haih hái chē ge jóbihn la.

Wùh: Gám ngóh dōu yiu joi hohkgwo jà yauhtáai chē sìnji hóu máaih chē bo. Yùhgwó mhhaih, jauh hóu yùhngyih johng chē la.

Hòh: Haih la. Néih góngdāk jàn haih ngāam la. Síusàm dī jouh yéh jauh ànwúih chēutsih. Nà, néih táihán, nīdī yauhtáai chē haih yuhng jósáu làih tong bō. Dáihán dī yéh tùhng Méihgwok chē yātyeuhng. Yáai yáu tùhngnàaih yáai chējai haih yuhng yauhgeuk yáai. Kàihsaht, jiu ngóh tái, hái Hèunggóng bātsí, dihnchē gam fóngbihn, chētai yauh hóu pèhng, bīndouh sái máaih chē a?

Lèuhng: Haih lo. Máaih ga chē ànhnàahn, yéuhng kéuih jauh nàahn la. Ga chē yāt waaihjó, jauh yiu sāujíng, ji síu dōu yiu sèhng baak mān, waaih dō dī jauh yiu yih-sāam-baak mān la. Jauh syun neih góga haih hóu chē, ànsái sèhngyaht sāujíng, daahnhaih dī heiyàuh gam gwai, dī yàuhfai dōu géi dāk yàhn gèng la.

Hòh: Yáuhjó chē ànjī haih faiyuhng dò, yáuhsìh yáuh chē juhng màhfáahngwo nóuh chē tìm. Hèunggóng chē dò, deihfóng sai, hóu nàahn wán paakwái. Dī louh yauh jaak, chē yauh dò, yáuh hóu dò sìthauh daap bātsí heui yātgo deihfóng juhng taaigwo jà chē heui.

Wùh: Tèng néihdeih gám góng, ngóh dōu m̀hséung máaih chē lok.

Hòh: Ngóhdeih jauhlàih dou máhtàuh la. Néih tái, gam dò chē háidouh dáng douhsyùhn gwo hói la.

Wùh: NTdouh haih bTngo máhtàuh a?

Hòh: NTgo haih Jódēun Douh Máhtàuh. Hèunggóng, Gáulùhng jihng dāk Jódēun Douh Máhtàuh yáuh heichē gwohói douhsyùhn.

(Gwojó hói, hái Gáulùhng Jódēun Douh séuhng ngohn.)

Wùh: NTdouh haih bTndouh a? Māt gam dò chē, yauh gam do yàhn ga?

Hòh: NTdouh haih Jódēun Douh tùhngmàaih Nèihdēun Douh gàaugaai ge deihfòng. Yìhgā ngóhdeih heung jó jyunchēut Nèihdēun Douh. Néih táihán sèhng tìuh Nèihdēun Douh dōu yáuh gam dò chē, gam dò yàhn ge. (Màahngjó yātjahn.) Nà, nTtìuh jauhhaih Chìngsàan Douh lo. NTdouh jauh yahp Sàngaai. Ngóhdeih yāt gwojó Laihjìgok jauh hóu sfu ngūk la.

Làuhng: Yìhgā yauhsi dòfàan dT ngūk la. NTsyu jauhhaih Chyùhnwāan la. Hái nTsyu yáuh hóu dò gùngchóng. FóngjTk chóng, gèihei chóng, chaak syùhn chóng, māt dōu yáuh. Haih Hèunggóng chēut-móng ge gùngyihp waihsìng sìhngsíh làih ge.

Hòh: Yāt gwojó Chyùhnwāan jauh hóu sfu waihsìng sìhngsíh la. Yātjih yiu dou Chìngsàan, Yuhnlóhng sìnji yáuhfàan dT gan seuhnghah daaih ge sìhngsíh.

Wùh: Haih bo. Yāt gwojó Chyùhnwāan, dT fùnggíng jauh m̀htùhng la.

Làuhng: Sàngaai fùnggíng hái Hèunggóng dōu syun haih m̀hcho ge la. Hèunggóng deihfòng sai, m̀hbéidākséuhng Méihgwok tùhngmàaih Jùng-gwok Daaihluhk dT deihfòng gam daaih. Yùhgwó deihfòng daaih, dùng, nàahm, sài, bāk ge fùnggíng jauh dōu m̀htùhng.

Hòh: Ngóhdeih yìhgā hóu faai jauh dou Chìngsàan la. Chìngsàan bún lóih haih go sàanméng. Hái sàangeuk douh yáuh yāttìuh yùhchyùn dōu haih giujouh Chìngsàan. Sàan seuhngbihn yáuh yātgàan hóu chēutmóng ge Chìngsàan jí. Yáuh hóu dò yàhn heui gódouh, baai sàhn. Sàangeuk gótìuh chyūn douh yáuh hóu dò dēyúdōu jyuh. Yànwaih yáuh hóu dò yàuhhaak làih nídouh wáan, sóyíh yauh yáuh hóu dò m̀hàangún tìm.

Làuhng: Yìhgā goujó Chìngsàan la. Néih tái, yáuh hóu dò yùhsyùhn, paakhāi ngohnbín gódouh jauh haih Chìngsàanwāan la. Ganjìu yāt jóu chēutlàih dōu meih sihkgwo yéh. Néihdeih tóuhngoh meih a? Ngóh jauh tóuhngoh la. Séung sihk dT yéh sìn joi sái chē lohk yùhnlóhng. Néihdeih wah dím a?

Wùh: Ngóh dōu gēi tóuhngoh la. Làuhng Sìnsáang nē?

Lèuhng: Ngóh dōu tóuhngoh la. Ngóhdeih yātchàih heui sihk dī yéh sìn lā.

(Sàamgo yàhn yahpjó Chìngsàan yātgàan sai chàangún douh sihkjó géiwún mihn, yámjó géibùi chàh. Béijó chín jì hauh, geijuhk yàuh chē hó. Hái Chìngsàan heui Yùhnlóhng gótìuh gùnglouhseuhng kéuihdeih gindóu hóu dò nùhngchèuhng. Gwojó Yùhnlóhng, joi heung bāk hàahng, jauh dou Lòhwùh.)

Lèuhng: NTdouh haih Lòhwùh la. NTgo fóchējaahm jauhhaih Gáulùhng gótìuh titlouh ge jùngdím. Hái nTdouh gwojó kìuh góbihn ge fóchējaahm jauhhaih Daaihluhk ge Sàmjan Fóchējaahm. Hái Sàmjan hóyíh chóh fóchē heui Gwóngjàu.

Hòh: Yìhgā ngóhdeih séuhngjó sàan seuhngbihn jauh táidóu Daaihluhk la.

Wùh: Daaihluhk léuihbihn dī hèunghàh táihéilàih tùhng Sàngaai ge hèunghàh chàmhdò jē.

Lesson 7

Daih-chāt Fo: Yàuh Chē Hó (Yih)

Hòh: Gàmjìu ngóhdeih hái Gáulùhng sàibihn heung bāk séuhnglàih dou Lòhwùh. Yìhgā ngóhdeih jauh hái dùngbihn fàanheui Gáulùhng. Hái nītìuh louh seuhngbihn dōu yáuh géigo sai sìhngsíh. Jeui chēutméng jauh haih Sàtìhn lo. Gódouh dī dauhfuh haih chēutméng hóusihk ge.

Lèuhng: Sàtìhn fuhgahn yáuh yātgo deihfòng giujouh Máhliuhséui, Jùngmàhn Daaihhohk jauh hái gódouh la. Hái Gáulùhng làih ge fóchē dōu yiu gìnggwo Sàtìhn tùhng Máhliuhséui sìnji dou Lòhwùh ge.

Wùh: Gámyéung Jùngmàhn Daaihhohk dī hohksāang mhhaih hóu fòngbihn mē?

Lèuhng: Ngóh tái gàautùng fòngbihn haih hái Máhliuhséui hòi daaihhohk ge tìuhgihn jì yat.

Hòh: Sàngaai dùngbihn yáuh hóu dò pìhngdeih, sóyíh néih hóyíh gindóu hóu dò gàangtìhnlóu hái gódouh gàang tìhn. Sàngaai máih daaih bouhfahn hái nīdouh chēut. Néih jì mhjìdou Sàngaai máih hóu chēutméng ga?

Wùh: Ngóh mhjìdou Sàngaai máih hóu chēutméng wo. Ngoh jihnghaih jidou Hèunggóng bún deih chēutdāk mhgau máih sihk. Yāt bouhfan ge sihkmáih haih hái Nàahnmyéung làih, lihngngoih yāt bouhfan haih hái Daaihluhk làih.

Hòh: Néih góng gódī dōu haih jàn ge. Daahnhaih Sàngaai máih chēutméng mhhaih yànwaih chēutdāk dò, haih yànwaih dahkbiht hóu, dahkbit hèung. Jyúhéi faahn làih jàn haih sèhng ngūk dōu hèungsaai ga.

Wùh: Gám ngóh yauh jìdou dò yātyeuhng yéh la.

(Sàamgo yàhn kìngkìnghái jauh doujó Máhliuhséui. Kéuihdeih tìhngjó ga chē hái sàanbīn douh, hàahngyahp Jùngmàhn Daaihhohk douh.)

Hòh: Nī géigo sàantàuh dōu haih Jùngmàhn Daaihhohk ge. Hái Hèunggóng jauh syun kéuih jeui daaih gàan la. Hèunggóng Daaihhohk dōu móuh kéuih gam daaih. Bātgwo Hèunggóng Daaihhohk ge lihksí jauh chèuhng gwo Jùngmàhn Daaihhohk hóu dò.

Wùh: (Táijó yāt jahngāan.) Jùngmàhn Daaihhohk dōu mhsyun sai, bātgwo béihéi Méihgwok dī jàulaahp daaihhohk -- hóuchí Gājàu Daaihhohk, Mahtsāigàn Daaihhohk, -- jauh sai hóu dò la.

Lèuhng: Jùngmàhn Daaihhohk ge hohkfùng hóuchí Méihgwok ge daaihhohk. Hèunggóng Daaihhohk ge gúlóuh jokfùng jauh hóuchí Yìnggwok lo. Tàngmàhn yàhndeih wah Jùngmàhn Daaihhohk haih yáuh Méihgwok daaihhohk jìchìh, mhjì jàn dihng gá ne?

Hòh: Ngóh dōu tàng yàhn gám gónggwo. Waahkjē wúh sīnsàang jìdou

dōu m̀hdihng.

Wùh: Gódī yéh ngóh jauh m̀hjì la. Bātgwo ngóh jìdou Jùngmà n Daaihhohk ge haauhjéung haih hái Méihgwok chéngfàanlàih ge. Kéuih haih Jùnggwok yàhn, hái nīdouh jouh haauhjéung jì chìhn, kéuih haih Gājàu Daaihhohk yātgwo hóu chēutméng ge gaausauh.

Hòh: Haih la. Ngóh dōu tèng yàhn gám góng. Yìhgā ngóhdeih hàahng-fàanheui ga chē douh heui Sàtìhn la.